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College News

Vol. 8 No. 18 WELLESLEY, MASS., WEDNESDAY, MARCH 3, 1909 Price 5 Cents

Barnswallows

At the regular meeting of the Barnswallows the members and their guests were entertained by a wonderful circus—"The Greatest Show on Earth"—. The Barn offered good opportunities for the ring in the center and the audience sitting, and standing around it. After a marvelous prelude by the 'band,' came the parade, marching around the outside of the "ring." The ring-master led his company with much pride and with many bows. Behind him came the trained bears, the Siamese twins, the trained lion, the juggler, the trained horse, the snake charmer, dancers, and clowns. Each attraction was greeted with shouts of enthusiasm by the audience.

The ring-master made a most cordial and appropriate welcome speech to the audience after which he introduced his troupe. The trained horse was "the most intelligent horse in the world." In fact it had almost human intelligence. It danced and did marvelous feats in the line of mathematics. It caused the owner much labor and anxiety, for it was a spirited steed as well as being rather loosely constructed. Every one held their breath when the tight rope dancer started her perilous journey, but there was no need for fear, for the clowns held a veil to catch her if she should fall. Mr. Jones and Percy, his trained lion, were most amusing, but Percy was a fierce beast as one could tell from its raving, and when it got loose in the audience there was much excitement and screams among the "children." The trained bears, Peter and Repeter, were most obedient to their trainer and the audience were delighted with their games of ball and see-saw. The dancers, relieved the tension of the former parts of the performance! The three trained elephants were without doubt the "star" feature of the show. They danced, sang, and drank tea actually sitting at a table. The applause was tremendous when their master risked his life by lying on the floor and allowing the two largest elephants to walk over him. Little Nemo, the dancing elephant, in his waltzing on his hind legs, was indeed "delicate" as his master remarked. At the end they formed the famous "group of three" which is always appreciated. The clowns were extremely clever and original.

After the exhibition of all these marvels in the ring, the audience was invited to see the "side-splitting side show," at which appeared the strong man who could lift thousands of pounds with his little finger, the wild man from Borneo, the Siamese twins. The snake charmer was especially charming. Her jewelry (consisting of earrings, many necklaces, and bracelets) showed the extreme wealth of the company, as well as the lady's weakness for tea. The fortune teller increased the fund for the Students' Building.

As each number was introduced every one was rather sorry that they had just seen it before in the procession, for in this way the novelty had been taken from the performance itself, to some extent. But certainly on the whole the audience was very enthusiastic and the circus was a great success. Peanuts and lemonade were sold in the "tent" which of course added to the entertainment as well as to the circus atmosphere. After the show the audience took down the ropes around the "ring" and ran from one end of the Barn to the other for dances.

Miss Albertson, as chairman of the committee, is to be congratulated on the success of her scheme. The audience certainly showed their appreciation of the work of the committee and of those who took part. Altogether everyone seemed to have spent a most enjoyable evening at the Barn.

The Suffragist Lecture

On Saturday afternoon at 3.20 in College Hall Chapel an enthusiastic audience listened to the presentation of the Equal-Suffrage Movement, as it is being carried on by the college women of England.

Miss Spahr introduced the speakers, the first of whom was Miss Costelloe. With an apology on her lips for speaking on this subject without ever having been in prison. Miss Costello went on in a most delightful way to point out the difference between the suffragettes, who go out and fight for votes, and are perfectly willing to knock people down in the process, and the suffragists to whom she owes allegiance. This class choose more peaceful means, and confine their work to talking.

The reasons why both suffragettes and suffragists believe in this movement are two-fold: (1) theoretical; (2) utilitarian. On the ground of justice and fair play, women should vote. At present we have the old situation of "taxation without representation." These words came oddly enough from the lips of English girls to an American audience, but they emphasized the statement that there is no coherent objection to equal-suffrage, in the abstract.

Coming down to the practical, the utilitarian side of the question, the point was made that the influence of women on politics would be good, and the influence of politics on women also beneficial. In the first place, the newness of the privilege would work against the more developed state of corruption in politics, and in the second place, women would take a special interest in certain forms of legislation at present insufficiently attended to. It is for women to prevent a child from going into the factory before he is six years old and working there till he dies, perhaps before the age of twenty. The influence of the responsibility of politics on women would bring to them a more intelligent interest in their own concerns, and bring to all, if not the higher education, at least the wider education beyond the value of cooking and mending.

Miss Rendel gave a most delightful picture of the way in which the college girls toured in a caravan from the south of Scotland to Oxford, for the double purpose of helping the suffrage and of having a good time together. She said, "There is nothing so wonderful as having a big cause to believe in and to work for." We pictured them cooking their meals on the road, stopping at a town toward evening, going direct to the Police Station to obtain permission to hold a meeting. We learned how the five jokes were divided up among the four speakers. The first speech was always introductory in nature, explaining that by woman-suffrage was not meant "woman-suffering," and giving a discourse on justice. The second was the working-woman speech, in which someone undertook to show that though woman's sphere was the home, it so happened that there were not enough homes to go round; industries had gone out into the world and women must go after them. A race is being run; why handicap the weak? The third speaker was expected to treat of the home intensively, on the ground that expert opinion on the home was needed, in politics, and that this could come only from the women who were the home-makers. It was left to the fourth speaker to deliver in coherent style all the odds and ends that had been left out of the previous speeches.

Miss Costello, impersonating the audience, raised the objection that equal-suffrage would lead women to quarrel with their husbands over politics. Miss Rendel in reply showed that in such a case the husband would be induced to stay at home more of the time, since it would be no longer necessary for him to go to saloons and other objectionable places to give vent to his political opinions! But Miss Costello objected further that wives should obey their husbands and that voting might interfere. Miss Rendel replied that sons should obey their fathers, but this did not prevent father and son from both voting.

In reply to a question from the floor a statement was made concerning the Anti-Suffrage Society. Their initials are A. S. S.; though many of them are unmarried their medal shows a very slight woman bending over a very large baby; and for colors they have chosen black and blue. They will not parade the streets, for to be consistent they must stay in the home.

An opportunity was given to meet Miss Costello and Miss Rendel in the Faculty Parlor at the close of the meeting.

College News

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EDITORIAL

So soon after Mid-years, when everyone is finally convinced that college is a place for work—whether the conclusion has been reached through the arrival or the absence of a flunk-note—the time does not seem altogether propitious to reecho President Woodrow Wilson's statement that "learning is on the "defensive." The student body is up in arms at once feeling a virtuous indignation. But, can the college as a whole honestly claim to be as interested in study, in the really thoughtful work which is the kind a college should require, as in outside affairs? For two weeks at Mid-years and again in June, the college works hard, and often gains a certain amount of inspiration from courses before unappreciated. But usually intellectual achievement for its own sake is less frequent than social life for its own sake, or "sport for sport's sake." It is perfectly natural; the fun is attractive and necessary to development, and the majority of girls are not born students. Most of them do not intend to go on with research work after college, or even to teach; so often they study merely from a pride that is unwilling *not* to get credit, or from a deep anxiety to get over the line of the passing mark, however scant the margin may be. But even if the majority of girls would naturally work for this reason, the character of the college should raise their ambitions and the quality of their work.

If a college does not keep up a standard and atmosphere which an academic center should have, and seems to be fostering amusement more intensely than thought, is it the fault of the numerous student activities in themselves? In an editorial of a week ago, the New York Evening Post, speaking of somewhat the same question as discussed at Yale, suggests that "the duty of setting the intellectual tone really rests with the college authorities." If pressure is needed to keep us up to the mark in scholarship, would not the negative means of eliminating opportunities for play prove less effective than the positive stimulus of demanding more thoughtful work in every course? When they must, people learn to think; and with the personal inspiration which makes work willing and interested, they realize the richness and scope of an intellectual ideal which before has been but an empty sound. Perhaps girls do resent being called "grinds"; the term suggests the commendable but truly abnormal person who spends long hours of valuable time on the most uninspiring of her courses. A girl cannot be much blamed for refusing to give of her best to a course where the only thoughtful and valuable work is done by the instructor, where one can get credit simply by taking good notes and learning them by rote. But there are other courses where there is much eager striving for commendation, where a class is proud to do thoughtful work, knowing the worth of effort and the end to which it leads. These are the courses which more than anything else can teach students where to lay the emphasis in college life. The result cannot be accompanied by a mere increase in daily assignments. Most of the college has enough work as it is. The essential is to transform it into the kind of work that stands for the highest college training.

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College Calendar

Wednesday, March 3, 4.20 p. m., in Houghton Memorial Chapel, Third Mid-year Organ Recital by Professor Macdougall.

Thursday, March 4, 7.30 p. m., in College Hall Chapel, Regular meeting of the Christian Association. Subject "The Price of Power." Miss Alice Jacobs, leader.

Friday, March 5, 5.15 p. m., in College Hall Chapel, Student Government Birthday Rally.
7.30 p. m., in College Hall Chapel, Lecture by Professor John Erskine. Subject, "Why We Write."
8 p. m., in Billings Hall, Lecture on Insurance by Mr. James Monroe.

Sunday, March 7, 11 a. m., Services in Houghton Memorial Chapel. Sermon by Rev. Anson Phelps Stokes.
7 p. m., Vespers. Address by Mr. Bliss Perry on the Peace Movement.

Tuesday, March 8, 4.20 p. m., in Billings Hall, Recital.

College Notes

The subject of the usual Thursday evening Christian Association meeting was "The Power of the Spirit." Miss Lucy Wilson led the meeting.

The program of the Christian Association meetings for the next two weeks will be as follows:
March 4, The Price of Power. Leader, Alice Jacobs.
March 11, The Flood Tide of Power. Leader, Margery Hoyt.

A meeting of the Social Study Circle was held Tuesday evening, March 2, at the Zeta Alpha House to discuss the Socialistic Conference held at Boston recently.

Friday evening, February 26, a meeting of the Magazine Club was held in the Agora House. A dialogue by Miss Rothery and Miss Hanford on Social obligations as a part of college life was read, with a discussion following. After a criticism of some verse from the Dartmouth Magazine the meeting was adjourned.

Mr. Erskine, who lectures this week on "Why We Write" is a Professor at Amherst. He read the poem at the Poe Centennial at Columbia; many members of the college are doubtless familiar with his verse, as it has appeared in various magazines.

Notice

On account of the increase in the number of students at Wellesley College it has been found necessary to make some different arrangement for selling tickets, than that which has been in effect the last few years, therefore arrangements have been made to have tickets on sale at the Wellesley Station for all points, with the exception of destinations via Boston and the N. Y., N. H. & H. R. R., all the time.

Before vacations, orders for tickets will be taken by a representative of the railroad as in previous years. Order day for the spring vacation will be Tuesday, March 16, 1909, on which day it is hoped that as many as possible will leave their orders. If for any reason a student is unable to meet the appointment on that day, her order may be left at the Wellesley Station.

On Wednesday, Thursday, Friday and Saturday, March 24th, 25th, 26th and 27th tickets will be on sale at the station INSTEAD OF AT COLLEGE HALL, and on those days an experienced ticket seller will be at the station to assist the agent.

Sleeping cars and parlor cars for the exclusive use of students will be run on all trains where the number of passengers warrant this, and requests for accommodations in these cars should be left with the station agent at the Wellesley Station, or with the passenger agent on March 16.

Tickets to points via Boston and the N. Y., N. H. & H. R. R. or Fall River Line will be procured and placed on sale at the Wellesley Station with the other tickets provided they are ordered of the representative on March 16.

A. S. Hanson, Gen'l. Agt.,
Pass. dept., B. & A. R. R.

Music Notes

Mid-year Organ Recital

Third Recital, Wednesday, March 3, 1909
at 4.20 p. m.
Mr. H. C. Macdougall, Organist.

PROGRAMME

1. Toccata in F major — *J. S. Bach*
Overture to the "Occasional Oratorio"
Andante maestoso
Allegro
Adagio
March

2. Morceau a La Musette — *Purcell J. Mansfield*

Mansfield is a clever young organist of Torquay, England. The piece is dedicated to Mr. Macdougall.

First Movement from the "American Symphony" — *Dvorak*

During the author's residence in the United States, he wrote this Symphony with the hope that it would demonstrate the great value of folk-melodies for symphonic purposes.

The fourth recital will be given on Wednesday, March 10.

Student Recital

March 2, 1909 at 4.20 p. m.

Piano: Theme with variations from op. 26. — *Beethoven*
Miss Mildred B. Washburn, 1912

Voice: The First Violet — *Mendelssohn*
A Pastoral (Opera of Rosalinde) — *Veracini*
Miss Ruth A. Howe, 1911.

Piano: "Kassandra" (Erotikon, No. 1) — *Jensen*
Miss Elizabeth I. Kriebel, 1912.

Violin: First movement from second Concerto — *Spohr*
Miss Mary Welles, 1911.

Piano: Valse Impromptu — *von Wilm*
Miss M. Louise Dalzell, 1910

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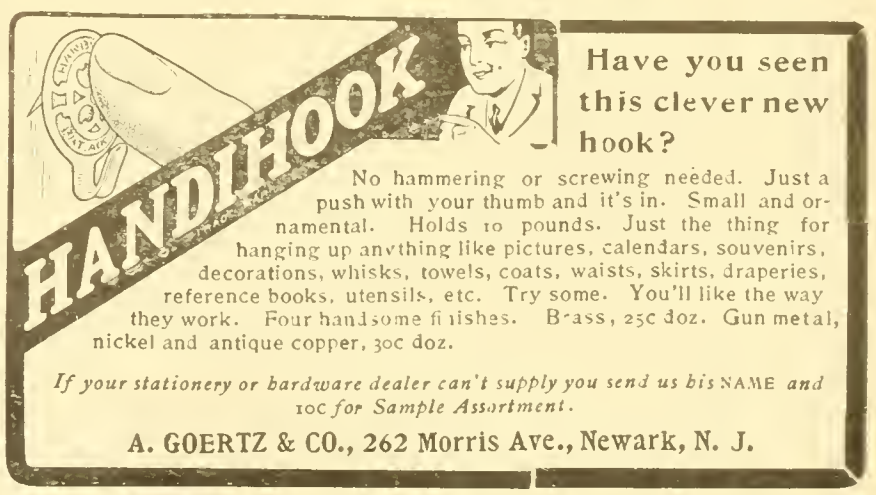

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Free Press

I.

"Who think too little and who talk too much," is a quotation that seems to apply especially to our period of examinations. We, who have been in Wellesley more than one year, have an influence on creating public feeling that we often use to no good advantage. During the last period of examinations, I do not think that it is an exaggeration to say that a large share of the failures, especially in 1912 are due to the atmosphere created by the upper class girls. From the time that the Freshmen land in Wellesley, they hear rumors of the horror of the "Math exam!" This year upper class girls sent flowers to the Freshmen on that day, emphasizing this rumor. If there is any time in the year when a girl wants her mind clear, it is during our examination period and the exaggerated action and talk on the part of the upper class girls, who should know better, influence the Freshmen to a great extent. By no means do I consider that we should not apply ourselves seriously to our work at that time, but I do mean that we should let others see by our actions that we are devoting ourselves earnestly to our work. If we would talk less and would realize that the atmosphere that we create for the incoming Freshman class, regarding examinations, is going to influence them to a greater extent than we imagine. I am sure that every loyal Wellesley girl will make this responsibility hers in the future.

MARY ZABRISKIE, 1909.

II.

Regarding the supposed lack of enthusiasm for our academic work, I should like to say a word for those of us who do not consider the present situation at all alarming. The large majority of the girls in college do believe that the main interest in college is the intellectual one, the securing of liberal culture. They certainly do not come to college simply for the social life which could be gained in larger quantity, far more easily away from college. Most of the girls in college work, not because they must get a certain amount of credit, but because they enjoy their work and know what they are gaining from it. Of course the intellectual life doesn't mean simply acquiring facts and talking about them: it means learning from one another and knowledge as a means to the end of a "more abundant life."

As for the social schedule, it can't well be simplified unless it is to be reduced to a negative quantity. Certainly a Barnswallow every three weeks, a tea now and then, and a Glee Club concert after Mid-years isn't an undue amount of relaxation. For my part, I am convinced that as long as the girls in college now are at all typical of Wellesley girls, our college isn't in the slightest danger of becoming a boarding-school or anything approaching it.

1909.

III.

In these days when criticism is the style, when the Faculty are receiving wholesale and unreserved advice from the student body, our after dinner gossip is prone to be highly colored. As gossip is the very backbone, the prop and mainstay of a great deal of our conversation, we are not planning to render so many of us mute by declaring it a tabooed vice. We cannot require absolute truth of gossip, surely,—it is no longer gossip,—but at least, even those of us most addicted must realize a boundary line—a line which separates the gossip that only gives so and so an unrecognizable reputation, and the pernicious conversation that busies itself with Faculty in so far as it concerns academic interest,—that starts what we may term the "academic rumor." This latter class travels quickly because of its universal interest. To it belong all the statements that call forth consternation among the students and chronic denial by the Faculty,—that Miss S. told so and so that she didn't expect more than twenty Freshmen to get through Math, that daily themes are required from a certain class in English Composition all through Mid-years, that such and such an instructor said all the work in such and such a department was miserably poor,—a disgrace to the college,—we could go on indefinitely enumerating these juicy items which are delivered with gusto at the dinner table and which unfortunately, do not sink into obscurity as soon as they are uttered. Unfortunately, they roll on and on, undergoing the startling changes made possible by the nature of gossip and the nature of girls. And most unfortunately, they don't end blindly as, thank goodness, most idle rumors do. Quite frequently they reach their destination not only calling forth fresh apologies or fresh demands, much righting of misconceptions among the Faculty—but, if we may so name it, a serious academic harm.

Those who start such rumors cannot be publicly punished because most of our dinner table facts come back to us in such strange clothes that we do not always recognise them,—they are the work of not one culprit, but many. Free Press does not threaten public exposure, from the sheer impossibility of realizing such a pleasure—but, as usual, Free Press does extend a morsel of advice to the most viciously garrulous of us;—if you must, continue to air the innermost secrets in the scandalous actions of all your available friends and acquaintances,—but dispense with a few of your startling announcements if they misrepresent the already misrepresented and abused academic work and plans for work.

1911.

Mr. Salmon's Lecture

The college is unusually indebted to the Music Department for the privilege of hearing Mr. Alvah Glover Salmon's lecture and recital on Monday night. Mr. Salmon gave a short summary of the unusual conditions of music in Russia, and the circumstances which influenced them. Russian music at present is the application of the modern science of music to the folk songs; it is all pessimistic. This pessimism in music is the voice of the tragic national history, suppressed in the other arts, of painting and writing, by constant government surveillance; and finding free utterance alone in the accessible art of song.

The crude beginnings of vocal music in the church were steadily checked by the prejudice against singing as a vice, handed down from priests of the thirteenth century. Not until the seventeenth century was singing in parts introduced into the church, in place of the monotonous chant: but perfection of vocal music has been reached now in the monastery of Alexander Nifsi. The music of the peasants in daily life represents diverse ages. Their strange songs are based on scales like the old Greek scales; one of them all of whole tones, and are frequently within one octave. Some begin in major and end in minor, and often have one or more changes of rhythm. Some songs are for the single voice accompanied simply by an instrument; others are melodic songs in a major key to be sung in unison, and slow songs in a minor key to be sung in harmony. All are charged with gloom—the gloom of serfdom and exposure to intense cold, with the mental and physical distress from insufficient food and frequent famine caused by fanatic church and preying government.

The Russian opera began nominally in 1755 with the first opera with Russian libretto and Russian singers; but not actually until 1836, when Glinka composed the first truly Russian opera "Life for the Czar." The emancipation of the serfs in 1861 gave a strong impulse to the interest, since nobles who had hitherto employed their serfs in private operas, now moved to the cities to study music. The new Russian school founded abandoned the German traditions for their own principles; and utilized in their compositions the folk songs. Tchaikowski and Anton Rubinstein who opposed this school cannot be held as truly national as they, and the present reception of the music, despite its local color, argues well for the future of the Russian national music.

Mr. Salmon played, with interpretation and brief biographical summary, the following programme:

Stcherbatcheff	*Prologue Symphonique*
Glinka	*Fugue*
Scriabine	*Etude*
Rimsky-Korsakoff	*Romance*
Rebikoff	*Devils Dance*
Arensky	*Consolation*
Moussorgsky	*Capricci*
Ivanhoff	*Sonata*
three movements	
Allego con Brio—Andante—Presto	
Glazounoff	*Prelude*
Pachulski	*Allegro*
Borodin	*Au Convent*
Grodzky	*Gondoliera*
Balakireff	*Mazurka*
Cui	*Berceuse*
Statkowsky-Ossipoff	*Valse-Caprice*

Professor Santayana's Lecture

On Friday, February 26, Professor George Santayana delivered before Philosophy 2, the first of a series of lectures on the History of Systems of Aesthetics. As an introduction to Greek Systems of Aesthetics, Mr. Santayana pointed out that the Greeks valued neither their superiority in the arts, nor in morals, but considered themselves primarily as politicians. Though surrounded by works of art, they did not write about them, but considered art merely from a utilitarian point of view, that is as a vehicle for preserving the great things of life, as an instrument for the well-being of society.

This substitution of a utilitarian or a moral view point for an aesthetic, is especially striking in Socrates, who was himself a sculptor. The beautiful, he says, in his memorabilia, is the useful. The piece of armor is beautiful, not because it is beautifully embossed, but because it fits perfectly, because it serves its purpose of armor best. According to Socrates, the appropriate is the beautiful. Also in the Banquet of Xenephon, Socrates claims to be more beautiful than the beautiful youth because his eyes, his nose, and his mouth, though ugly according to a usual standard, are better able to perform the functions for which they were intended. That which is best constituted to do its work should be the most beautiful, and any sense of beauty which is not a symbol of the good should be regarded as frivolous.

To this utilitarian view of beauty, Socrates converted Plato, the mystic, the enthusiast, and the poet. Under Socrates' influence, his life was a continual process of making himself a Puritian against his nature. He became an old-fashioned conservative with the strictest sense of responsibility. His aesthetic theory is also, that the beautiful is the useful, if not, so much the worse for the beautiful. Yet though conservative, he feels he knows that Art is something mystic, a gift of the muses, a something that carries us beyond ourselves. He realizes that the irrational is a valuable part of our economy, that reason is not the only vehicle of good.

In the Phaedrus he shows four ways in which the irrational may be a vehicle of the good. For instance, the priestess when inspired, makes prophecies which benefit nations, whereas in her normal state, she is of little use to any one. Another irrational state out of which good may arise, is like the one in which Orestes, after having committed his terrible crime, becomes subject to the furies. He suffers much, but is expurgated by his ravings, and arises from them a new, a different man. Also the madness of love and the madness of the poet may be vehicle for good. A very bad poet may write an excellent poem, though he could not do it if he were not mad, were not inspired. Yet Plato despises this spirit that makes poetry, he has great contempt for the histrionic for the person who does things just because the spell is on him.

If one is to admit this kind of madness into moral life, it must be under strict surveillance. First keep your citizenship whole and pure, he urges, then add your poetry if you can, or music. Poetry must be organized into the moral life of men and women. The beautiful is good only in so far as it is good.

Exhibition of Clay Modeling

On the afternoon of Monday, February 22, an exhibition of the work in clay modeling of students of course five was opened in the large lecture room of the Art Building. The room, arranged with draperies and other studio properties seemed more like a spacious studio than a lecture room, and in spite of the many other attractions of the day there were many visitors.

Under the lights the modeling work was arranged in groups showing a variety of subjects in high and low relief and work in the round. The feeling for the planes of the modeling and the facility in handling the clay are especially to be commended because the work is the result of the first semester of the Introductory Studio Course Art 5. The aim of the course is to fit students to understand the peculiar artistic qualities expressed in sculpture, especially to give them a sense of form,—but further than this their work as exhibited, shows real artistic achievement of its own.

Important Notice

DIRECTIONS FOR STUDENTS

I. A student desiring
   1. To drop a course,
   2. To enter a course,
   3. To change from one course to another,
   4. To tutor,
   5. To prepare for examination for advanced standing, should call at 136 College Hall during office hours to obtain the form to be used in making her request.

II. A student desiring to apply for admission to an examination or for permission to present papers
   1. To remove condition or deficiency,
   2. For advanced standing,

   should procure at the Registrar's Office the form provided for the purpose.

ELLEN F. PENDLETON,
Dean.

Fine Arts

Boston Art Club—Seventy-ninth Exhibition.
Vose's Gallery—Landscapes by Jose Weiss.
Kimball's Gallery—Paintings by Jurres.
Cobb's Gallery—Mr. Rollin's Pictures.
Doll & Richards's—Mr. Smith's Watercolors.
Copley Gallery—Mr. Hoffman's Paintings.
Gardner's Gallery—Miss Richardson's Portraits.
Curtis & Cameron's—Mrs. Cotharin's Pastels.
Twentieth Century Club—Mr. Howard's Paintings.
Boston Camera Club—Pittsburg Club Exhibit.

Theatre Notes

HOLLIS STREET THEATRE—Lady Frederick.
PARK THEATRE—Fluffy Ruffles.
COLONIAL THEATRE—Little Nemo.
MAJESTIC THEATRE—The Witching Hour.
TREMONT THEATRE—A Waltz Dream.

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Parliament of Fools

The Psyche and the Psych

To tell the Psyche from the Psych,
The ignorant may find
A helpful little thing to do
Is keep the Psych in mind.

The confusion arose thus,
I've heard by many said,
Because they both concern themselves
With portions of the head.

The Psych's in front of course
The Psyche's on the back
Indeed I've found this true
Most literally, alack!

I wish the clever people
Who have the Psych in mind
Could see how Psychlone-struck, appears
The Psyche from behind.

II.

The Chapel Wal-rus is a beast
That sits down in the dark
He's left the sea for Wellesley,
At night we hear his bark.
It's very sad, and very still
And that's because, you see,
We girls leave him alone so much
To memory, to memory.

III.

'What are those girls all waiting for'? a timid Freshman said,
'The College News, The College News', replied a senior staid.
'What makes you look so grim, so grim'? the timid Freshman said.
'I'm dreading what they'll publish next' replied the Senior staid.
'For they've got things in an awful mess, the student body's wild.
They say that all the work we do, [and here the Senior smiled]
Is not enough to occupy an av'rage clever child.
Oh we're going to raise the standard here at Wellesley!

'What did the News Board do it for,'? the timid Freshman said,
'To fill up space, to fill up space', replied the Senior staid.
'What did the Faculty do then'? the timid Freshman said.
'They took the hint, they took the hint,' replied the Senior staid.
'They said that if the students pined away for want of work,
They'd give them plenty more to do and see they didn't shirk.
And so, you see [the Senior's smile became a ghastly smirk]
We're going to raise the standard here at Wellesley.

'What makes the library so still,' the timid Freshman said.
'The girls in there are all asleep' replied the Senior staid.
'Why do they sleep all afternoon'? the timid Freshman said.
'Just killing time, just killing time', replied the Senior staid.
'So if you've anything to say,' be sure to air your views
The girls here who are bored to death it surely would amuse,
And then it would not only help to fill the College News,
But t'would help to raise the standard here at Wellesley.

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Society Notes

PHI SIGMA

At the regular monthly meeting of the Phi Sigma Society, held Wednesday night, February 24, the following program was given:

Review of the Folk-Lore Magazine.....Dorothy Bridgman

Irish Festivals, their Significance and Evolution.....Josephine Butterfield

Shrove Tuesday, a scene in a Peasant home written by Nan Kent and Josephine Butterfield with cast as follows:

Peasant Woman .....Josephine Butterfield
Peasant Man .....Mayes Martin
Children ..... Nan Kent, Bianca Legg, Margeret Ulbrich
Old Granny ..... Christine Myrick
First Village Boy .....Beulah Gray
Second Village Boy ..... Harriet Stryker

Recent Additions to the Library

Appuleius, Opera.
Avenarius, Richard. Der menschliche weltbegriff.
Avenarius, Richard. Kritik der reinen erfahrung.
Barthélemy-Saint-Hilaire, J. De la Logique d'Aristote.
Bauschinger, J. comp., Tafeln zur theoretischen astronomie.
Bedier, Joseph. Les légendes épiques.
Boissier, Gaston La conjuration de Catilina.
Bratranek, F. T. Goethes Egmont u. Schillers Wallenstein.
Breitenbach, Ludwig. Uber den entwickelungsgang der Goethe'schen poesie bis zur italienischen reise.
Claudianus, Claudius. Carmina.
Cohn, Jonas. Geschichte des unendlichkeitsproblems im abendländischen denken bis Kant.
Cumont, Franz. Les religions orientales dans le paganisme romain.
Ernst, Otto. Semper der jüngling.
Fischer, Wilhelm. Die geschichte des teufels.
Fonsny, L., and Dooren, J. van. Anthologie poètes lyriques francais.
France, Anatole. L'orme du Mail.
France, Anatole. Vie de Jeanne d'Arc.
Frauenstädt, Julius. Briefe über die Schopenhauersche philosophie.
Gizycki, Georg von. Moralphilosophie.
Hertling, George. John Locke u. die schule von Cambridge.
Kahl, Wilhelm. Die lehre vom primat des willens bei Augustinus, Duns Scotus u. Descartes.
Lavedan, Henri. Bon an, mal an.
Lungo, Isidoro del. Dante ne'tempi di Dante.
Margueritte, Paul and Victor. La commune.
Old-age pensions; a collection of short papers.
Pfleiderer, Edmund. Empirismus u. skepsis in Hume's philosophie.
Saisset, Emile. Précurseurs et disciples de Descartes.
Schelling, Frau. D. C. A. M. von. Caroline.
Teichmüller, Gustav. Neue studien zur geschichte d. begriffe.
Volbehr, Theodor. Goethe u. die bildende Kunst.
Weicher, Theodor, publisher. Deutsche literaturgeschichte.
Michigan Political Science Association Publications, No. 1.
Oman, C. W. C. England and the hundred years' war.
Oman, C. W. C. The great revolt of 1381.
Ormond, A. T. Concepts of philosophy.
Orr, James. David Hume and his influence on philosophy and theology.
Pfleiderer, O. Primitive Christianity.
Reade, Chas. Cloister and the hearth.
Rockstro, W. S. History of music from the infancy of the Greek drama to the present period.
Schuppe, W. Das menschliche denken.
Shaw, G. B. Commonsense of municipal trading.
Stokl, Helene. Unterm Weihnachtsbaum.
Stubbs, W. Germany in the early middle ages.
Thomas, W. I Sex and society.
Titchener, E. B. Lectures on the elementary psychology of feeling and attention.
Wiley, H. W. Foods and their adulteration.

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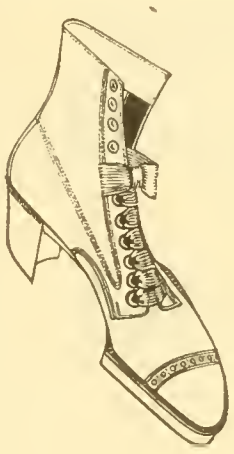

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Alumnae Notes

In addition to notes concerning graduates, the Alumnae column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Agnes E. Maynard, 1901-03, was graduated from the Presbyterian Hospital Training School for Nurses in 1907. She received the state degree of R. N. in the same year, and is now in charge of the infirmary of Williams College.

Miss Anita Whitney, 1889, is attending the School of Philanthropy in New York City this winter.

The New York Wellesley Club has arranged to make the Woman's University Club a weekly rendezvous, on Tuesdays, from four to six, through April. Tea will be served at a nominal charge. All Wellesley people who are in New York, are cordially invited to join in this informal gathering.

Miss Harriet L. Constantine, 1889, and Mrs. Oscar Davies (Mary Harlow, 1884-86), visited the college on Saturday, February 20

Miss Clara Seaman Chase, 1905, is teaching English at Walnut Hill School, Natick, Mass.

Miss Margaret Heatley, 1908, is teaching in Tiverton, R. I.

Professor and Mrs. Junius W. Hill, and Miss Mary Brigham Hill, 1893, are spending the winter in Redlands, California. Professor Hill is gaining in health and expects to return to Boston in the spring. Their address is 217 West Palm Avenue, Redlands, Cal.

At the wedding of Helen Margaret Wood, 1907, the following Wellesley people were present: Ruth White, 1907, Florence Hewitt, 1904, Marie Pickett, 1903-04, Daisy Bennett, 1902-03, and Margaret Suydam, of the class of 1909.

Miss Harriet Goddard, 1902, is just recovering from a long and severe case of typhoid.

Miss Marion Cook, 1901, is spending the year at home, in North Brookfield, Mass.

Miss Mary W. Montgomery, 1896, is doing editorial work for the Singer Publishing Company.

Miss Mabel Wellman, 1895, is head of the Household Economics Department of Lewis Institute, Chicago.

Miss Alice Griffin, 1908, is spending the winter in Pinehurst, N. C.

Engagements

Miss Josephine Osborne Bean, 1907, to Mr. Robert Yeaton Norton, of Buffalo.

Marriages

HEAD—GOODSPEED. January 26, 1909, at St. Albans, Vermont, Miss Molly I. Goodspeed, 1906, to Mr. Ashby S. Head, of St. Albans.

CAMPBELL—WOOD. February 18, 1909, in Portsmouth, N. H., Miss Helen Margaret Wood, 1907, to Mr. Gordon McKay Campbell.

Deaths

February 18, 1909, at Dayton, Ohio, Edwin Salisbury Morrill, brother of Helen T. Morrill, 1907, and Edith H. Morrill, 1908.

February 23, 1909, at Wellesley Hills, Mass., Joseph E. Fiske, father of Ellen Ware Fiske, 1892, and Isabella Howe Fiske, 1896.

February 15, 1909, in Duluth, Minn., Thomas Alden Smith, father of Delia Smith, of the class of 1912.

February 13, 1909, at Weymouth, Mass., Florence E. Smith, sister of Mildred E. Smith, 1907.

Change of Address

Miss Lucy Eisenberg, 1905, 354 South Euclid Ave., Pasadena, Cal.

Mrs. C. T. Solleder (Edith Rothermel, 1905), Los Vegas, Nevada.

Miss Gertrude C. Cate, 1907, 290 Commonwealth Avenue, Boston.

Mrs. Felice Ferrero (Frances G. Lance, 1892), 843 West End Avenue, New York City.